

Year 4 English Curriculum Map

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Return by Aaron Becker So You Think You've Got It Bad? A Kid's Life in Ancient Rome by Chae Strathie	The Green Ship by Quentin Blake Fantastic Mr. Fox by Roald Dahl	Walking With My Iguana – Poem by Brian Moses Wind Poems Collection by Christina Rossetti First News	Varjak Paw by S F Said	Marcy and the Riddle of the Sphinx by Joe Todd Stanton The Story of Tutankhamun: Patricia Cleveland-Peck	The Land of Neverbelieve by Norman Messenger
<i>Narrative</i> <i>Informal Non-Chronological Report</i>	<i>Narrative (setting focus)</i> <i>Narrative (plot focus)</i>	<i>Performance Poetry</i> <i>Diary</i> <i>Dialogue</i>	<i>Narrative</i>	<i>Narrative</i> <i>Recount</i>	<i>Dialogue</i> <i>Non-chronological report</i>
Draft and write non-narrative material, using simple organisational devices Use paragraphs to organise ideas around a theme Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Use standard English forms for verb inflections	Use fronted adverbials Use paragraphs to organise ideas around a theme Use noun phrases expounded by the addition of modifying adjectives, nouns and preposition phrases Use commas after fronted adverbials Make the appropriate choice of pronoun or noun, within and across	Confidently read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Recognise some different forms of poetry e.g. free verse, narrative poetry Use paragraphs to organise ideas around a theme Use fronted adverbials	Understand the grammatical difference between the plural and the possessive -s. Use apostrophes to mark plural possession Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose Use paragraphs to organise ideas around a theme	Draft and write in narratives, creating settings, characters and plot, with consideration of the audience and purpose Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Understand the grammatical difference between the plural and the possessive -s.	Draft and write by organising paragraphs around a theme. Understand the grammatical difference between the plural and the possessive -s. Use apostrophes to mark plural possession Draft and write non-narrative material, using simple organisational devices

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instead of local spoken forms	sentences, to aid cohesion and avoid repetition. Use inverted commas and other punctuation to indicate direct speech Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial	Draft and write non-narrative material, using simple organisational devices Use inverted commas and other punctuation to indicate direct speech	Use fronted adverbials	Use apostrophes to mark plural possession Use paragraphs to organise ideas around a theme Use fronted adverbials	Use inverted commas and other punctuation to indicate direct speech
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Throughout the academic year, in each term children in Year 4 are taught to:

- Plan his/her writing by discussing and recording ideas
- Plan his/her writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements
- Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency
- Proof-read for spelling and punctuation errors

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Maintaining positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Maintaining positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes
- Maintaining positive attitudes to reading and understanding of what he/she reads by reading a wide range of books
- Maintaining positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.

Understand both the books they can already read accurately and fluently and those they listen to by:

- Checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.
- Asking questions to improve his/her understanding of texts of increasing complexity
- Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text



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- Predicting what might happen from details stated and implied
- Identifying main ideas drawn from more than one paragraph and summarise these
- Identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials
- Retrieve and record information from non-fiction over a wide range of subjects
- Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say
- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1)
- Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.

At Roecroft, we believe it is very important, that the content taught in earlier years is revisited in subsequent years to consolidate children's knowledge and build on pupils' understanding. Therefore, throughout the academic year spelling patterns, handwriting, vocabulary and grammar from Key Stage 1 and year 3 will be interwoven into the year 4 curriculum. For further details of when knowledge and skills are first introduced, please refer to our Roecroft Skills Progression Maps.